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THE
EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL
OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS



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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

Nos. 1 & 2. JANUARY AND FEBRUARY, 1891. VOL. XI.

Articles : Original and Selected.

MODEL DRAWING.*

By MISS N. E. GREEN, MCGILL NORMAL SCHOOL.

In the time at my disposal, I cannot give you a complete description of the methods of teaching model drawing, but hope that what I may say may be of use to some, if I endeavour to put it in its proper place in continuity of design in a complete course, and to show, if possible, certain ways in which it depends upon the usual course pursued in drawing from the flat.

In the teaching of drawing the object to be attained is the thorough training of hand and eye; not of the hand alone, in certain mechanical movements, but as an interpreter of that which is seen by the eye. Of the two benefits, that to the perceptive faculty is the most important. The necessary training of the hand can most readily be given while the pupil is young and by drawing from the flat, but even of this so much depends upon the eye that I will say very little about it, entering at once upon the duties and limitations of that organ, as I hold that the greatest number of failures in drawing are due to not seeing properly, and lack of knowledge of perspective.

One would think that the eye being in such constant use would receive training unconsciously. So it does; but how much do we use it in seeing things without any accurate remembrance of what we have seen a moment afterwards. We

* A paper read at the late Convention of Teachers held in Montreal, in October, 1890.

only remember well, and more for the benefit of the mind than the eye, in certain ways that are naturally influenced by our surroundings and habits of thought: for instance, the sailor's eye for seeing long distances is proverbial. How many, many times have you remarked that an object always noticed by certain persons will never be seen by others. Men accustomed to the construction of buildings, or the sale of grain, can often, at a glance, tell very nearly the amount of material his workmen have gathered, or the quantity of grain in a certain heap.

Drawing should be a training in the direction of accurate perception of the relation of different parts of the same object to each other; one object to another or others, their place in reference to the earth, and changes produced by various conditions of air and light; otherwise a study of the appearance of things.

If you accept this as the aim, I think you will agree with me that a pupil who draws only from the flat, no matter how clever a copyist he may be, and important as the ability to copy correctly undoubtedly is, is so far doing no more than re-writing what another has seen—not recording his own impressions—and has not received all the benefit he should receive from the practice of drawing, resembling in this a pupil who, trained to make beautiful figures, has no knowledge of their value and usefulness in the study of numbers.

We will suppose, however, that the pupil has learned to copy more or less accurately, and is for the first time to begin to draw from the round. He will find that he must choose his own guide lines; is confused by the irregularity of plane in the model before him; feels himself more independent than he likes to be; learns, perhaps for the first time, of certain limitations of sight; is uncertain about what he sees, his previous training making him more sensitive to imperfection in line and more quickly deceived as to the actual direction any given line may have; for instance, an irregular edge to the paper has the effect of making him, in his anxiety to draw well, follow it in parallel instead of the direction he intends; a map hung slantingly upon the wall may put his group of models out of plumb to his sight; for the first time, a glance at his neighbour's work will not encourage him, for each one has his own point of view, and even his knowledge of form is a source of deception, being subject to perspective, to which his attention is now directed. Thrown in a manner upon his own resources, he must be kindly and patiently helped. "No rule without a reason, no line without a motive" must be the motto in constant use by the careful

teacher. In a little time it will be found that the principle of lines dependent upon one another, which have been carefully followed in the flat, now show their value, and that of comparison, if I may so call it, is in constant use. To make the work easier, objects should be chosen whose outlines are made up of straight lines, forming large angles, or simple curves, with no irregular or broken lines in their delineation; bold models, of comparatively simple shapes, and premising that model drawing is only the first step beyond drawing from the flat, we turn to the practical part, finding that as in the elementary part of the work, so in the model drawing the straight lines must be those first drawn, and all the other lines forming the outlines of the object or group judged by them. One reason for so doing is, not that they are easier to draw, but that of all classes of lines the pupil can most readily tell if they are correctly drawn. Of straight lines, the vertical should be taken first, because it is the easiest known to be vertical and never changes in direction, only in apparent length. Of the vertical lines, if there are more than one, it is well to choose the nearest, as it is likely to be the longest one, and so a dominant line in the group.

Next in importance, generally, are the horizontal lines, they having the same characteristic of not changing in direction, only in length, that the vertical ones have. These classes of lines being always drawn as seen, commonly supply the familiar vertical and horizontal guide lines always indicated in the best elementary courses. Any line making an angle with the spectator will appear to change in direction, and to tell how much it may do so it is necessary to notice the angle it may make with a vertical or horizontal line in the model, or if it does not contain them, with an imaginary one set up so as to cut the group in or near the centre and actually drawn on the paper, to be erased when the drawing is finished. The exception to this is of lines lying in a horizontal plane at the height of the eye; then, no matter what angle they may make with the spectator, they will always appear as a horizontal line.

Two subjects now need to receive especial attention, measurement and perspective. In measuring, the pupil should notice a principle before mentioned, that of comparison, in the rotation of lines in regard to length and position, that is one to another as they appear in the model. This necessitates, first, a certain standard of size, which each one decides for himself, by making the first line drawn of any arbitrary length, making allowance for room on the paper required for the whole drawing. The

lines in the model are now compared one with another, for instance a line may be $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, or any proportion of the first or arbitrary line, and must be so drawn as to have the *same proportion* on paper. It is well, for the first few lines drawn, to compare with the first line in every measurement; later, the comparison may be made with others in the drawing if the drawing is so far correct.

To secure accurate comparisons, certain directions should be complied with, keeping in mind that they are given as a means of checking the measurements first made by the eye alone. First, an erect position, with the arm fully extended, because only in that position can there be a certainty of the eye being always at the same distance from the object regarded, or the pencil at the same distance from the eye at every measurement; secondly, the pencil should be held so as to be as nearly vertical or horizontal as possible, because though these lines change only in length, even in this the change is not so great as in angular lines, and by keeping in the position given the same relative lengths can be secured as appear in the model. Hold the pencil so that the two first fingers are on the outer side of the pencil; the third and fourth fingers are held between the pencil and inner part of the hand, leaving the thumb to move freely upon the part of the pencil above the hand; this part of the pencil should then be made to coincide with the lines to be measured, and when the thumb has marked it off, move the whole hand until it can be compared with the line first drawn. On no account should the actual length on the pencil be used again on the paper, but the comparison should be repeated, using the lines on the paper for the purpose.

NOTE.—There will be found in the new Dominion Drawing Books, just published, and authorized by the Council of Public Instruction to be used in the schools of this Province, very clear directions for measuring and a very good illustration of the position to be taken, which will be more easily understood than written directions can be.

I would like also to add my little testimony to the excellence of these books, in the good material of which they are made, easily graded order of exercise, and especially in the admirable choice made of examples of style in ornament.

I am sure also that if the directions given in each Lesson are carefully followed out, that in a short time the standard of drawing in our schools will be raised higher than heretofore.—N. E. G.

Editorial Notes and Comments.

The speeches which have been delivered within the last month or so by the Premier, the Provincial Secretary, and other legislators on the subject of education must have been gratifying to all who have a sincere desire to see our system of public instruction thrive. Nor have the Premier's speeches been

unattended by actions which go to prove the sincerity of his government in its projects for the improvement of the masses. The subsidy so willingly given to the Normal Schools for new buildings, the kindly reception given to the Protestant Committee and the Montreal School Commissioners, and the proposal to organize additional night schools for the education of females all point directly to the culmination of our educational hopes in this province, namely, the increase of the subsidy to our elementary schools. It is to be hoped that the amount granted to the Committee of the McGill Normal School will be expended in the interest for which the Normal School exists, namely, the training of teachers. It is still a lamentable fact that nearly all our elementary schools are in the hands of untrained teachers, and surely until this reproach is removed from us we had better leave the many fashionable educational side issues of the period to take care of themselves; hence it is to be hoped that when the subsidy lately granted by the government has been expended in improving the present building, steps will be taken to shorten the term for elementary teachers until all our schools are in the hands of teachers who have been for a longer or shorter period in attendance at the Normal School. The sub-committee of the Protestant Committee which has reported on the state of elementary education in the province, while looking for a remedy for the deficiencies they have pointed out, may find it in a recommendation leading to the enactment of a regulation or law, to come into force after a period of three or four years, whereby all the schools receiving government aid shall be placed in the hands of teachers who have had a Normal School experience. Of course, previous arrangements will have to be made with the Normal School authorities to send out from their institution a larger number of teachers than they do at present, which, with their improved accommodation, they will hardly find an impossibility. As has been pointed out again and again, the increase of the government subsidy to elementary schools, and the placing of these schools in the hands of trained teachers are two of the indispensables for success in our efforts to improve elementary education in our province. The government of the country has promised to increase the subsidy for us in the coming year, and the Normal School authorities, even before Parliament meets, will have accommodation sufficient to inaugurate a movement in favor of the second *sine qua non*.

—The Provincial Secretary, in one of his excellent speeches, lately delivered before the Legislative Assembly, referred to the

manner in which the prizes were distributed among the various schools, not without seeming animadversion. The question of prize distribution is one of those to which there are two sides; and yet the argument used by Mr. Langelier, though not of primary force, has in it much that is patriotic. The art unions of this and other countries have saved many a poor artist from penury and oblivion; and the same principle applied in the case of authorship will, no doubt, have the same effect in fostering literary talent. When the Department of Public Instruction comes to the rescue of our authors, and takes off their hands a portion of the editions of their works for prize distribution, it is doing a meritorious act, which we hope to see perpetuated. Yet the question arises: Why should not the principle of the art union be pushed a little further in this, so that the spirit of competition may be free and the suspicion of favouritism be reduced to a minimum. It has certainly become a reproach to Canadians that a British or American book invariably sells better than a Canadian book, and by a Canadian book we mean, of course, a book written by a Canadian author and published by a Canadian house. Whatever be the causes of this—for there are many—there should, at least, be no such prejudice in the minds of those who have the spending of the people's money in the purchase of books; and it is this which Mr. Langelier has been endeavouring to make clear. The Canadian volume should have the preference when the volume is appropriate in style and appearance for prize-giving, while the manner of selection should have in it something of the competitive as an encouragement to our young writers.

—There is always a tender chord touched when a teacher reads anything about the social standing of those of her kind, in which there are the tones of an honest sympathy with her work. It seems to be the delight of some of our newspapers to call her "school-marm," and with a sneer, in which there are three-fourths of pity, to dismiss her from public consideration. But all are not so ill-natured or ill-mannered. Some of our school boards are offering her rewards of increased remuneration and holiday recreation, and we find one of our newspapers speaking of her social necessities in this wise:—"The lady teacher has peculiar need of a restful, comforting, rhythmic, sympathetic social life, and she is liable to find it peculiarly difficult to secure it. She spends the active hours of life with fifty children, more or less, who naturally make a heavy drain upon her nervous energies. They are asking questions, directly or indirectly, indefinitely. She has to watch them incessantly;

to correct the way they sit, stand, speak, look, act, read, write, cipher, etc. Such are the demands of modern methods and exacting supervision that she may easily spend every out-of-school hour in getting ready for school, and in examining exercises, compositions, and test papers. She is away from home, and is liable to board in a house or family that gives her no social opportunities. More teachers are worn out by lack of a rhythmic social life than from the wear and tear of the school-room. The young teacher especially owes it to herself to secure and enjoy a genuinely healthful and helpful social life. Her intelligence, tastes, character, and employment give her opportunities of the highest social standing in the community. She cannot, it is true, give all her time to social life—she can enjoy none of its dissipations, must have the courage to keep good company, good hours, and retain economical tastes; but all of these things characterize genuinely good society everywhere.”

—From the Report of the Montreal Board of School Commissioners, we learn that they have in operation eighteen schools, with an attendance of six thousand pupils. The report gives the history of the school improvements for the year. Among other things, it says:—“The Board has united with the Roman Catholic Board of School Commissioners in urging the Provincial Legislature to pass a School Debenture Act at its present session, which will consolidate all previous Acts of a similar character, and will increase the amount of bonds that each Board will be allowed to issue for the purpose of acquiring land and erecting school-houses. If this act becomes law, ample provision will have been made to enable the Board to carry out all the permanent building improvements that are at present contemplated. These are a large school in the East end of the city, a school in the centre to replace the British and Canadian and Dorchester Street Schools, an enlarged and remodelled school in St. Gabriel, an enlarged and improved High School, and the introduction of the Smead & Dowd system into some of the older buildings. But apart from improvements here indicated, the Commissioners are anxious that the Schools of Montreal should advance in other directions. The time has come when Kindergarten classes should be introduced, when a gymnasium and drill-hall are needed for physical training, when workshops for manual education might be instituted with advantage, and when the High School course should be revised and improved, and the fees reduced.”

—The intimation has been made that the venerable Rector

of the High School of Montreal has resigned, the resignation to take effect at the end of the present scholastic year. Such an event brings before us the long services of a gentleman who has ever had the higher aims of his profession before him in his supervision of the work of others. The resolution passed by the Board in accepting the resignation of Dr. Howe enjoins upon all who have benefitted by his services to unite in paying tribute to his faithfully performed duties. There is no doubt this will be done with an enthusiasm worthy of the occasion. Before leaving office, however, he is to see the inauguration of a movement in favour of High School extension. The Commissioners have in hand the erection of a new building for the High School, while, according to their report, they seem to be convinced upon three points, namely, that (1) there is a demand in this city for a Commercial department in the High School, as well as for a Classical department and for a Science department, and that the present Senior School is only partially meeting that demand. (2) That in order to make the education in each department thorough and complete, the point of divergence should be earlier than it now is. (3) That in order to place the advantages offered by these departments within the reach of all, the present rate of fees should be reduced, and the Senior School merged into the commercial department of the High School. To inaugurate the changes indicated above, not only is a sum of money needed at once, but a permanent annual fund is required for maintenance.

—The educationists on the other side of the line are moving in a direction which the provinces of Canada should have taken long ago, had they acted upon the suggestion of the EDUCATIONAL RECORD, or imitated the example of Quebec. As is said by one of our contemporaries: "Cannot something be done in the Legislature of every state this winter to favor and secure reciprocity with reference to teachers' certificates? No state in the Union has better paid and more progressive teachers than California, and she owes this condition in her educational affairs largely to the fact that she welcomes from everywhere good teachers with first-class certificates. Graduates of state normal schools from the East find their diplomas honored in this great state, and it ought not to be a matter of surprise therefore to find many of the best migrating to this golden land. California has set a noble example, why should it not be followed by every other state in the land? There seems no good reason why a professional teacher from Pennsylvania or New Jersey should be debarred from teaching in the state of Maryland or Dela-

ware unless he pass an additional examination, any more than physicians, or lawyers, or clergymen should be so debarred. Let the question be agitated. Justice may come." And so say we. Let the question be agitated in the Dominion, and let us show by the effects produced that our national sentiment is beyond mere provincial prejudice in a case where agreement is possible and practicable.

—The symposium on *Fairy Tales and their Importance*, adapted by the New York *Teacher* from articles which lately appeared in the Chicago *Open Court*, has shown how far the impulse of scientific thought is even sometimes mistaken. Mr. H. E. Rood, in writing the first article of the symposium, enunciates his thesis in these words: "The day of mythical romance has passed. The time has come to put aside for ever such tales as that of "Blue Beard," of "Aladdin," and of the "Sleeping Beauty." From the dawn of history legends of fairies and ogres have delighted men, women, and children. But as civilization advances fewer persons of mature years care for these myths. And now the question arises why should we fill the minds of children with fabulous exploits of false heroes? Boys and girls soon outgrow their belief in "Jack, the Giant Killer," and at fifteen smile to think that they ever were so silly as to consider the story of Cinderella to be "truly true." It may be urged that the banishment of fairy tales would destroy the most innocent imaginative pleasure afforded to human beings. But this is not true, and it seems absolutely sinful to waste childhood thus. At four years of age the child's mind is in a peculiarly receptive condition. He is beginning to understand his little world, and is continually asking questions. And at this period he is amused by listening to stories of beings that never did and never could exist. Therefore, fairy tales are an absolute injury to the moral nature of children. It is said that as a race we are becoming too practical; that we are losing our love for the fanciful. This is true, and it is to be regretted. Still it is foolish to endeavor to preserve our love for beautiful flights of fancy by dreaming over false beings. In literature as in everything else all is worthless except that which is true to nature. And as society progresses this fact is more widely recognized." The writer of the second article, Mr. C. Staniland Wake, combats this by saying: "The writer of the preceding must himself have been one of the boys who "at fifteen smile to think they ever were so silly as to consider the story of Cinderella to be 'truly true.'" Fortunately, Mr. Rood to the contrary, such boys, or girls either, are rare. At that age young

people still retain, if they have healthy minds, their love for the romances of their childhood, and they have begun to see that there is a truth embalmed in all such stories, however much it may be overlaid by fictitious incidents. The assertion that as civilization advances fewer persons of mature years care for what are known as folk-tales, is exactly contrary to the truth. It is only during the existing generation that their true significance has been ascertained, and societies have been formed in every civilized country to add to our knowledge of the apparently childish stories of the past. So far from its being desirable that they should be abolished, they should be retained and utilized, as they well might be, for the purpose of education." This interesting subject, moreover, has been also taken up and further discussed by Dr. Paul Carns, and we have no doubt our teachers will derive some benefit from a perusal of his arguments. "Mr. Rood," he says, "makes a vigorous appeal to do away with ogres and fairies, lest the imagination of our children should be poisoned by unreal and fictitious ideas, while Mr. C. Staniland Wake calls attention to the educatory influence of fairy tales, and admonishes us not to be in too great a hurry to do away with the ogres and fairies. The subject is of great practical importance, and a few words of consideration, which suggest themselves to me, may not be inappropriate. Mr. Rood takes the ground that everything unreal is untrue; therefore it is obnoxious and should not be allowed to be instilled into the minds of children. I recognize as good the principle of removing everything untrue from our plan of education. The purpose of education is to make children fit for life, and one indispensable condition is to teach them truth, wherever we are in possession of truth; and, what is more, to teach them the method how to arrive at truth, how to criticize propositions, wherever we have not as yet arrived at a clear and indisputable statement of truth. Allowing that fairy tales are unreal and may lead the imagination of children astray, are they for this very reason untrue? Do they not contain truths of great importance, which it is very difficult to teach children otherwise than in the poetic shape of fairy tales? I believe this is the reason why in spite of so much theoretical antagonism to fairy tales they have practically never been, and perhaps never will be, removed from our nurseries. There are no witches who threaten to abuse the innocence of children, and there are no fairies to protect them. But are there not impersonal influences abroad that act as if they were witches, and are there not also some almost unaccountable conditions in the nature of

things that we meet often in the course of events, but which act as if they were good fairies to protect children (and no less the adult children of nature called men) in dangers which surround them everywhere, and of which they are not always conscious? Science, will at a maturer age, explain such mysteries, it will reveal to the insight of a *savant* that which is a marvellous miracle to the childish conception of an immature observation. But so long as our boys and girls are not born as *savants*, they have to pass through the period of childhood, they have to develop by degrees and have to assimilate the facts of life, they have to acquire truth in the way we did, when we were children, as the race did, when humanity was in a state of helpless childhood still. The development of children, it has been observed, is a short repetition of the development of the race. Will it be advisable to suppress that stage in which the taste of fairy tales is natural? Is not a knowledge of legends, fairy tales and sagas an indispensable part of our education, which, if lacking, will make it impossible to understand the most common-place allusions in popular authors? Our art galleries will become a book of seven seals to him who knows nothing about the labors of Hercules or the gods of Olympus. Will you compensate the want of an acquaintance with our most well-known legends, sagas, and characters of fiction at a later period, when the taste of such things has passed away? I met once an otherwise well-educated lady who did not know who Samson was. An allusion to Samson's locks had no meaning to her, though she had enjoyed a liberal education; her parents being free-thinkers, she had never read the Bible, and knew only that the Bible was an old-fashioned work, chiefly of old Hebrew literature, which she supposed was full of contradictions and without any real value. A total abolition of fairy tales is not only inadvisable, but will be found to be an impossibility. There are certain classical fairy tales, sagas, and legends, which have contributed to the ethical, religious, and even scientific formation of the human mind. Thus many stories in Homer, Hesiod, and many German and Arabian fairy tales have become an integral part of our present civilization. We cannot do away with them without at the same time obliterating the development of most important ideas. Such fairy tales teach us the natural growth of certain moral truths in the human mind. These moral truths were comprehended first symbolically and evolved by and by into a state of rational clearness. I do *not* propose to tell children lies, to tell them stories about fairies and ogres, and to make them believe these stories. Children,

having an average intelligence, will never believe the stories, however much they may enjoy them. The very question: Is that really true? repeated perhaps by every child, betrays their critical mind. Any one who would answer, "Of course, every word is literally true," would be guilty of implanting an untruth in the young minds of our children. We must not suppress, but rather develop the natural tendency of criticism. While we cannot advise the doing away with fairy tales, we can very well suggest that the substance of them may be critically revised, that superfluous matter may be removed, and those features only retained that are inspiring and instructive."

Current Events.

There is a hint in the following notice which may be of service in our larger communities: "A bill was passed by the New York Legislature, in 1888, providing for free lectures in the public schools of this city. On the evening of November 17th a course was commenced in six different grammar schools, and from the *World* and other daily papers we learn they were all well attended. Professor C. A. Doremus lectured on "Fire and Water," illustrating his subject with interesting chemical experiments. Mr. James Bowie lectured on "Paris and the Great Exposition." Doctor Charles S. Wells took his audience "A Tour on the Nile," with stereopticon views. Professor Henry A. Mott discussed "Light and Color," made clear by experiments. Mr. William Bradford gave "Glimpse of the Arctic Regions," giving a graphic description of life in the far North. But perhaps the most useful and interesting lecture was that of Doctor James E. Newcomb, on "Everyday Accidents and How to Treat Them." It was replete with hints as to "what to do till the doctor comes," made clear by interesting illustrations.

—Something of this kind has been attempted this winter in the city of Quebec, through the co-operation of Mr. George Bonham, with the Rev. Mr. Rexford and Dr. Harper. Early in the fall the following announcement was made by these gentlemen: "After consultation with the teachers of the Schools under the supervision of the Protestant Board of School Commissioners, it has been decided to announce the following Course of Lectures for the period preceding Christmas, 1890. The Committee of Management have much pleasure in stating that they have been able to secure the use of the National School Hall, and having purchased a new and expensive lime-

light apparatus for the purpose of illustrating the various lectures, intend to spare no pains to make the course attractive and instructive to young and old." The issue of this announcement was to be seen in the six lectures of the course which were duly delivered: three by the Rev. Mr. Rexford, who took for his subjects, "Heavenly Bodies," "Our Planets," and "Great Events in English History;" and three by Dr. Harper, who took for his subjects, "The Lady of the Lake," "Our World as it Is and Was," and "Fossils, Fauna and Flora." So far were these successful that it is proposed to inaugurate a second course to be given during the remaining part of the winter.

—We are glad to note that the Public School Board of Toronto has resolved to petition the Provincial Government and Legislature in favor of an amendment to the School Act, empowering School Boards in towns and cities to impose a rate for the purpose of supplying free text-books for the use of pupils. No doubt the required permission will be granted. We wish the supplying of free text-books could be made compulsory. It would be a great boon to teachers, parents and children in rural as well as in city schools. Not only are many children kept from school for want of books, but much time in school is often lost through delay in procuring suitable text-books, stationery, etc.—*Educational Journal*.

—We endorse every word in the following taken from the *Educational Review*, of New Brunswick, and we do so all the more heartily from the fact that the RECORD was the first to suggest the formation of an Association of Teachers for the Dominion: "The National Education Association of the United States has accepted the invitation of the Ontario Educational Department to hold its next meeting in Toronto. A note to the *Review*, just received from Mr. Ray Greene Huling, President of the American Institute of Instruction, states that this association has received a formal invitation to meet at Toronto with the National Association, July 13 and 17, 1891. There is no doubt but that the Ontario department will extend invitations to the different Provincial Institutes throughout the Dominion to be present at this notable meeting. Instead of three great educational gatherings, as outlined in the September *Review*, there bids fair to be only one—that at Toronto. Canada should be represented at the gathering, and in such a way as will allow our educationists to meet and, if deemed advisable, form a Canadian Educational Association."

—Messrs. Kendal & Dent, the well-known watch makers of 106 Cheapside, have issued a time chart of the world, showing

at a glance the difference between Greenwich mean time and the local time at the principal towns throughout the world at either noon or midnight. For other hours the time after twelve must be added to the local time. They offer to send a copy of this chart, gratis and post free, to every one wishing to possess a copy.

—Even the Emperor of Germany has been inoculated with the very fast notions of the present educational period. One point that the Emperor especially emphasizes is the time lost in the higher public schools in cramming youths with Latin and Greek instead of the German language and German history. Modern history, he declared, if rightly taught, would become infinitely more valuable than the chronicles of antiquity. The higher schools must mend their methods. The present system tended toward an over-production of highly educated people. He approved a saying of Prince Bismarck's anent the *abituriente proletariat*, whom he called "hunger candidates," and from whom the ranks of journalism were largely recruited, forming a class dangerous to society. Journalists, he said, were high school products run to seed. There are very few true educationists who will pin their faith to what the young Emperor says on such a subject, and even those who do not make a study of educational theories or systems will be little inclined to follow a man who speaks of the journalists of his own country in terms of reproach. It need hardly be said that the newspapers of Germany generally resent the Emperor's reference to editors.

—The movement in favour of teaching the pupils of the Board Schools of Great Britain the art of swimming is still engaging public attention. It is suggested that the youthful frequenters of the London School Board Schools should be taught that useful art; but here a difficulty arises, one cannot well swim without water, and the water is non-existent. Some say, however, that if water is not to be found it must be provided, and the building of extensive and expensive swimming baths is on the tapis. Mr. White, who introduced the subject, wished the Board to instruct the Works Committee to provide swimming bath accommodation in all the schools hereafter to be built, but in the end the Board passed a resolution asking the Education Department to sanction loans for the purpose of providing swimming baths in suitable schools. The second proposal is likely in the end to be more expensive than the first.

—Apropos to the above, it is frequently amusing, to others than the candidates themselves, to notice the questions often put to teachers when they appear before managers with a view

to appointment. It is only of late, however, that they have been examined with respect to their ability to swim. Mr. Bickley, at the last meeting of the Cardiff School Board, questioned each candidate as he appeared on this point. One candidate, we are informed, gave himself away by confessing that he could swim "only about ten yards." Another obtained Mr. Bickley's favour by stating that he had taught children attending a school at Battersea to swim. "They teach boys to swim there?" asked Mr. Bickley. "Yes," said the candidate. "And the girls?" continued Mr. Bickley. "Oh, I know nothing about girls!" was the reply, at which the Board laughed hugely.

—Dr. Clouston, says *The East Cumberland News*, is delivering a course of lectures in Edinburgh on questions which bear upon mental development. . . . Dr. Clouston doubts the sanity of what are called prodigies, and he plainly asserts that whoever shows any marked and special talent before the age of 25, ought to be the object of considerable medical suspicion. This view of one of the most celebrated of living experts will somewhat console the great body of mediocre people.

—The appointment of Mr. James MacAllister, Superintendent of Schools, Philadelphia, to the presidency of what promises to be one of the largest institutions in that city, will be greeted with congratulations on all sides, while his advice as a past administrator of city school affairs may be still in part retained. Mr. MacAllister's success as an educationist is worthy of the confidence which has been placed in him wherever he has been, and we have no doubt that, if he is spared in health and strength, the success of this new undertaking of his will crown the success of a lifetime spent in school-work.

—A meeting has recently been held in Nottingham to discuss means for improving the attendance at the evening schools in Nottingham. Among other things it was decided to print 50,000 neat tickets or circulars, to be issued at once to every child in attendance at the day schools in the town, to take home, announcing in as brief terms as possible the existence of the evening schools. It was also decided "That this meeting, finding that a great number of the scholars attending at the evening school classes are seriously interfered with by the fact of their having to work late in the evening at the various places of business, agrees that it be a request to the Inspector of Factories to attend the next meeting with a view of having placed before him some facts relating to the subject." There is no such interference in our country. So far the free night schools have been well attended.

—The following has been taken from an old country paper, and we feel assured that many of our readers are in a position to verify the report of Mr. Rossall: "Importance is given by recent cases of reported ill-treatment of pauper children sent out to Canada, to the first reports submitted to the Manchester and Salford Guardians by the Salford Catholic Protection and Rescue Society, as to the condition of children who have been sent out to the French-Canadian province of Quebec. Fifty children were sent from the Manchester and Salford District by the Society in May, 1889, of whom 18 were union children. In September, 1889, and April, 1890, 144 children were sent, 80 being union children. The Rev. Robt. Rossall, Chancellor of the Diocese of Salford, has twice visited the children in their new homes, and in addition to two general reports, he gives *in extenso* the journal kept by him during his last visitation. On the whole the reports are excellent. A few of the children have turned out badly, which is not surprising considering their early life in Manchester and Salford, and their former surroundings. Again, two or three of the children are dissatisfied with their Canadian masters or mistresses, and a case of ill-treatment is reported by Mr. Rossall; but in the vast majority of cases the children have found excellent homes, have been adopted by their employers, and utterly refuse to return to England. Some of them have almost forgotten how to speak English. Mr. Rossall will visit the young emigrants twice a year in future."

Literature, Historical Notes, etc.

THE OLD SCHOOLMASTER.

CHAPTER VI.

There is a secret in the soul of life,
Which, seek it as we may, eludes our grasp;
Though, in our search, we gather flowers of truth—
Rare blossoms scented with the balm of heaven.

The borderland between England and Scotland, so famous for its cruel feuds, has produced no more bitter strife than has been waged in the borderland between the physical and the metaphysical. Even to the present day the philosopher is all but sure to find an animated opponent somewhere within its mystifications. And when I took upon myself the task of finding for the student-teachers of my acquaintance some pathological example in whose developing consciousness and power of acquiring knowledge the memory could be seen as the groundwork of

the mental activities or the base of their operations, I was not wholly unaware of the danger of conducting an investigation of this kind in such a way. The case which I have selected is an instructive one, whatever may be the inference some may draw from it, while the authenticity of the narrative describing it is vouched for by the *Lancet*, in which it originally appeared.

The subject of the case was a young woman of robust constitution and good health, who accidentally fell into a river and was nearly drowned. She remained insensible for six hours after the immersion, but recovered so far as to be able to give some account of the accident and of her subsequent feelings, though she continued far from well. Ten days subsequently, however, she was seized with a fit of complete stupor, which lasted for four hours; at the end of which time she opened her eyes, but did not seem to recognize any of her friends around her, and she appeared to be utterly deprived of the senses of hearing, taste and smell, as well as the power of speech. Her mental faculties seemed to be entirely suspended; her only medium of communication with the external world being through the senses of Sight and Touch, neither of which appeared to arouse *ideas* in her mind, though respondent *movements* of various kinds were excited through them. Her vision at short distances was quick; and so great was the exaltation of the general sensibility upon the surface of the body, that the slightest touch would startle her; still, unless she was touched or an object or a person was so placed that she could not help seeing the one or the other, she appeared to be quite lost to everything that was passing around her. She had no notion that she was at home, nor the least knowledge of anything about her; she did not even know her own mother, who attended upon her with the most unwearied assiduity and kindness. Wherever she was placed, there she remained during the day. . . .

Her appetite was good; but having neither taste nor smell, she ate alike indifferently whatever she was fed with, and took nauseous medicines as readily as delicious viands. All the automatic movements unconnected with sensation, of which the Spinal Cord is the instrument, seemed to go on without interference, as did also those dependent upon the sensations of sight and touch; whilst the functions of the other sensory ganglia, together with those of the cerebral hemispheres, appeared to be in complete abeyance. The analysis of the facts stated regarding her ingestion of food seems to make this clear. She swallowed food when it was put into her mouth; this was a purely automatic action, the reception by the lips being excited by tac-

tile sensation, whilst the act of deglutition, when the food had been carried within reach of the pharyngeal muscles, was excited without the necessary concurrence of sensation. But she made no spontaneous effort to feed herself with the spoon, showing that she had not even that simple idea of helping herself which infants so early acquire; though after her mother had conveyed the spoon a few times to her mouth, so as to renew the association between the muscular action and the sensorial stimulus, the patient continued the operation. It appears, however, to have been necessary to repeat this lesson on every occasion, showing the complete absence of memory for any idea, even one so simple and so immediately connected with the supply of the bodily wants. The difference between an *instinct* and a *desire* or *propensity* is here most strikingly manifested. This patient had an *instinctive* tendency to ingest food, as is shown by her performance of the actions already alluded to; but these actions required the stimulus of the present sensation, and do not seem to have been connected with any notion of the character of the object *as food*; at any rate, there was no manifestation of the existence of any such notion or idea, for she displayed no *desire for food* or drink in the absence of the objects, even when she must have been conscious of the uneasy sensations of hunger and thirst. The very limited nature of her faculties and the *automatic* life she was leading appear further evident from the following particulars.

One of her first acts on recovering from the fit had been to busy herself in picking the bed-clothes; and, as soon as she was able to sit up and be dressed, she continued the habit by incessantly picking some portion of her dress. She seemed to want an occupation for her fingers, and accordingly part of an old straw bonnet was given to her, which she pulled into pieces of great minuteness. She was afterwards bountifully supplied with roses; she picked off the leaves, and then tore them into the smallest particles imaginable. A few days subsequently she began forming on the table, out of these minute particles, rude figures of roses and other common garden flowers; she had never received any instructions in drawing. Roses not being so plentiful in London, waste paper and a pair of scissors were put into her hands, and for some days she found an occupation in cutting the paper into shreds. After a time these cuttings assumed rude figures and shapes, and more particularly the shapes used in patchwork; at length she was supplied with proper materials for patchwork, and, after some initiatory instruction, she took to her needle and to this em-

ployment in good earnest. She now laboured incessantly at patchwork from morning till night, and on Sundays and weekdays, for she knew no difference of days, nor could she be made to comprehend the difference. She had no remembrance from day to day of what she had been doing on the previous day, and so every morning commenced *de novo*. Whatever she began, that she continued to work at while daylight lasted, manifesting no uneasiness for anything to eat or drink, taking not the slightest heed of anything which was going on around her, but intent only on her patchwork. She gradually began, like a child, to register ideas and acquire experience. This was first shown in connection with her manual occupation. From patchwork, after having exhausted all the materials within her reach, she was led to the higher art of worsted-work, by which her attention was soon engrossed as constantly as it had before been by her humbler employment. She was delighted with the colours and the flowers upon the patterns that were brought to her, and seemed to derive special enjoyment from the harmony of colours; nor did she conceal her want of respect towards any specimen of work that was placed before her, but immediately threw it aside if the arrangement displeased her. She still had no recollection from day to day of what she had done, and every morning began something new, unless her unfinished work was placed before her; and, after imitating the patterns of others, she began devising some of her own.

The first *ideas*, derived from her former experience, that seemed to be awakened within her, were connected with two subjects which had naturally made a strong impression upon her; namely, her fall into the river and a love affair. It will be obvious that her pleasure in the symmetrical arrangement of patterns, the harmony of colours, etc., was at first simply *sensorial*; but she gradually took an interest in looking at pictures or prints, more especially of flowers, trees, and animals. When, however, she was shown a landscape in which there was a river, or a view of a troubled sea, she became intensely excited and violently agitated, and one of her fits of spasmodic rigidity and insensibility immediately followed. If the picture were removed before the paroxysm had subsided, she manifested no recollection of what had taken place; but so great was her feeling of dread or fright associated with water, that the mere sight of it in motion, its mere running from one vessel to another, made her sludder and tremble; and in the act of washing her hands, they were merely placed in water. From this it may be inferred that simple *ideas* were now being formed; for whilst

the actual sight or contact of moving water excited them by the direct Sensorial channel, the sight of a picture containing a river or water in movement could only do so by giving rise to the *notion* of water.

From an early stage of her illness, she had derived obvious pleasure from the proximity of a young man to whom she had been attached; he was evidently an object of interest when nothing else would rouse her, and nothing seemed to give her so much pleasure as his presence. He came regularly every evening to see her, and she as regularly looked for his coming. At a time when she did not remember from one hour to another what she was doing, she would look anxiously for the opening of the door about the time he was accustomed to pay her a visit; and if he came not, she was fidgetty and fretful throughout the evening. When, by her removal into the country, she lost sight of him for some time, she became unhappy and irritable, manifested no pleasure in anything, and suffered very frequently from fits of spasmodic rigidity and insensibility. When, on the other hand, he remained constantly near her, she improved in bodily health, early associations were gradually awakened, and her Intellectual powers and memory of words progressively returned. We here see very clearly the composite nature of the Emotion of Affection. At first, there was simple pleasure in the presence of her lover, excited by the gratification which the impress of former associations had connected with the *sensation*. Afterwards, however, it was evident that the pleasure became connected with the *idea*; she *thought* of him when absent, expected his return (even showing a power of measuring time, when she had no memory for anything else), and manifested discomfort if he did not make his appearance. Here we see the true *Emotion*, namely, the association of pleasure with the *idea*, and the manner in which the desire would spring out of it. The desire, in her then condition, would be inoperative in causing voluntary movement for its gratification, simply because there was no Intellect for it to act upon.

Her Mental powers, however, were gradually returning. She took greater heed of the objects by which she was surrounded; and on one occasion, seeing her mother in a state of excessive agitation and grief, she became excited herself, and in the emotional excitement of the moment suddenly ejaculated, with some hesitation, "What's the matter?" From this time she began to articulate a few words, but she neither called persons nor things by their right names. The pronoun "this" was her favourite word, and it was applied alike to every individual object, ani-

mate or inanimate. The first objects which she called by their right names were wild flowers, for which she had shown quite a passion when a child; and it is remarkable that her interest in these and her recollection of their names should have manifested itself at a time when she exhibited not the least recollection of the "old familiar friends and places" of her childhood. As her Intellect gradually expanded, and her *ideas* became more numerous and definite, they manifested themselves chiefly in the form of *emotions*; that is, the chief indications of them were through the signs of Emotional excitement. These last were frequently exhibited in the attacks of insensibility and spasmodic rigidity, which came on at the slightest alarm. It is worth remarking that similar attacks, throughout this period, were apt to recur three or four times a day, when her eyes had been long directed intently upon her work; which affords another proof how closely the Emotional cause of them must have been akin to the influence of Sensory impressions, the effects of the two being precisely the same.

The mode of recovery of this patient was quite as remarkable as anything in her history. Her health and bodily strength seemed completely re-established, her vocabulary was being extended, and her mental capacity was improving, when she became aware that her lover was paying attention to another woman. This idea immediately and very naturally excited the Emotion of jealousy; which, if we analyze it, will appear to be nothing else than a pained *feeling* connected with the *idea* of the faithlessness of the object beloved. On one occasion the feeling was so strongly excited that she fell down in a fit of insensibility, which resembled her first attack in duration and severity. This, however, proved sanatory. When the insensibility passed off, she was no longer spell-bound. The veil of oblivion was withdrawn, and, as if awakening from a sleep of twelve months' duration, she found herself surrounded by her grandfather, grandmother, and their familiar friends and acquaintances, in the old house at Shoreham. *She awoke in the possession of her natural faculties and former knowledge, but without the slightest remembrance of anything which had taken place in the year's interval, from the invasion of the first fit up to the present time.* She spoke, but she heard not; she was still deaf, but being able to read and write as formerly, she was no longer cut off from communication with others. From this time she rapidly improved, but for some time continued deaf. She soon perfectly understood by the motion of the lips what her mother said; they conversed with facility and quickness together, but

she did not understand the language of the lips of a stranger. She was completely unaware of the change in her lover's affections, which had taken place in her state of "second consciousness," and a painful explanation was necessary. This, however, she bore very well; and she has since recovered her previous bodily and mental health.

Practical Hints and Examination Papers.

Teachers ought to discriminate more carefully than they do between method and devices. A method is a way of accomplishing a purpose, and it embraces, therefore, a distinct comprehension of the purpose in view and of the relation of the way proposed to its attainment. There are general principles of methods which ought to be understood, and there are specific principles which relate to the character and value of each of the branches of instruction, and develop the general line of procedure best adapted to secure the right result. But devices are specific. They say here is a plan which you may find interesting to your class; or, you may adopt such a device for variety; or, worst of all, they detail a series of questions to be put and answers to be secured. The devices have value. Rightly used they serve to give variety and freshness to the applications of method. They are of temporary importance, however, good when new, but to be superseded when they have become tedious. A right method is always right, and includes under it as details a shifting variety of devices. It is unfortunate that so many teachers are grasping eagerly after devices, because, finding them ready-made in educational journals and applying them mechanically, the devices often prevent them from ever coming at methods. They fail to see clearly the purposes which ought to be secured, and so to give unity, directness and efficacy to their teaching. Some, through the use of devices which they get from others or from the journals, come at length to see the purposes which they are designed to secure, and so at length arrive at methods: but more go on in a routine fashion, doing as they have learned and not seeing or trying to see the reasons and relations of their work. To them devices are but means of escape from thinking for themselves. Thus, even good devices do them no good, and produce little good fruit through their unintelligent use of them. When will it be generally recognized that teaching is an intellectual calling?—*Wisconsin Journal*.

—One of the most contemptible things a teacher can do is to criticise the teaching force and ability of the teacher whose class has been promoted to her own room. The mean part of it is that the criticism is made on some scholar before the entire class. Apart from the question of professional courtesy due another teacher, there is the influence that this censure has on the minds of the children. To disturb the faith in human nature which children possess in so large

a degree, to awaken in their minds a distrust in the value of a former teacher's work, however indifferent it may appear to the critic, is to plant seeds in the minds of children which will bear fruit of the bitterest kind. Teachers do not elevate themselves by belittling their fellow workers. In remarking to their co-workers, *nil nisi bonum* should be the rule. If teachers would win the respect, affection, and appreciation of pupils, they should eliminate the demon of envy from the heart, and plant in its place the spirit of goodwill.—*Common School Educator*.

The little device presented below may be of help in teaching young pupils division in cases where the divisor is a large number.

$$\begin{array}{r}
 3451 \overline{)45873964(13292} \\
 \underline{3451} \\
 11363 \\
 \underline{10353} \\
 10109 \\
 \underline{6902} \\
 32076 \\
 \underline{31059} \\
 10174 \\
 \underline{6902} \\
 \text{Remainder—}3272
 \end{array}
 \quad
 3451 \times \left\{ \begin{array}{l}
 1 = 3451 \\
 2 = 6902 \\
 3 = 10353 \\
 4 = 13804 \\
 5 = 17255 \\
 6 = 20706 \\
 7 = 24157 \\
 8 = 28608 \\
 9 = 31059
 \end{array} \right.$$

EXPLANATION.

The pupil writes the dividend and divisor in the usual position. Before proceeding further he stops and makes out his *table*—that is, he multiplies the divisor by the first nine digits, and retains the products as a table of reference. A glance is sufficient to show him what is the proper quotient figure; the corresponding product is subtracted from the partial dividend, and so on to the end. The advantages are many and obvious. I will name two: The chance of making a mistake is reduced to a minimum, and there is eliminated the troublesome "How many times will it go?" But it is longer than the ordinary method, provided the pupil can work by the old method without making mistakes. In that case he needs no help.—*South-Western Journal of Education*.

—What is the object in teaching pupils to read? Of late there has been a wholesale condemnation of the methods heretofore pursued in the teaching of this subject. It certainly is very true that under the old method pupils read chiefly to pronounce words, with little thought of expressing the sentiment, but are we not making the mistake of requiring too little from the child in the way of gaining power to call

words at sight? We give it as the experience of some very able grammar school teachers that the child who has learned to read wholly by the word or the sentence method has too little power to help himself when he meets a word which has not been previously presented in a class drill. We make no objection to the word method, but we seriously doubt if any method ought to be exclusive. The child ought at some time, if not at the first, to be made acquainted with the alphabet, because in time it must be the key by which he will help himself not only to call words at sight but also to acquire a knowledge of new and unfamiliar words. The child recognizes words as wholes just as he recognizes persons as wholes, but the time comes, and very early, when he differentiates and recognizes one word from another by its analysis, its distinguishing marks, just as he differentiates in his recognition of persons, in order to distinguish one from another. Let us not forget in our zeal to make reading attractive and easy, that the child has a future and that a great part of the teacher's work is to prepare the child to grapple confidently and firmly with the difficulties which that future will present. It is the thinking man, the self-reliant man, that makes the successful man of the world.

—*The other side of the Question.*

SOME QUESTIONS IN PHYSIOLOGY AND HYGIENE.

1. What is the largest gland in the body? Where located? What is its function?
2. What acts constitute respiration? What muscles are employed in regulating these acts?
3. What is the patella? What is its use?
4. Mention three causes that quicken the circulation.
5. Name the organs of the nervous system.
6. What is the general effect upon the system of the use of alcohol?
7. How is the temperature of the different parts of the body kept substantially equal under normal conditions?
8. How are the muscles attached to the bones which they are intended to move?
9. Name four conditions that tend to develop consumption.
10. How may exercise relieve headache caused by over mental exertion.

—“What Shall Our Children Read?” is the title of a paper read before the Saratoga meeting of the New York State Teachers' Association by George E. Hardy. The subject discussed is one of great importance. Its central thought is found in the words of Stanley Hall:—“The school has no right to teach how to read without doing much more than it now does to direct the taste and confirm the habit of reading.” Mr. Hardy is right in saying that “the great masters of thought must be known, not by reading selections from their works

and then leaving them, but by a continuous reading of their works in course." He emphasises the fact that a single first-rate book read till its flavour is caught, raises the level of the whole mental and moral character, and that the ability to read great books is a faculty to be acquired, not a natural gift. The work Mr. Hardy has undertaken is great one. It is to be hoped that he may impress his thoughts upon the teachers and text-book makers of America, says the "School Journal."

—The question as to what constitutes literature is an important one. The term as a rule is used so indefinitely that we may be misled by it. One might almost conclude that all that is written goes to constitute literature. But such a conclusion would be a serious mistake. For instance, a treatise on any scientific essay, an account of a trip through the wilds of Africa can not come within the range of literature. The French give as a name *belles lettres*, which more nearly covers the area. All productions that display the finer texture of the mind, that are the offspring of imagination, that show us nature and nature's God—these belong to a nation's literature. Hence poetry, the essay, the novel by right are assigned to the realms of literature. It will be remembered of course that all that has rhythm, or rhyme, cannot be called poetry. Neither will we dare to give all essays a dignified place—in this honored kingdom. Novels such as most of Scott's, possibly one of Dickens', and one or two of Thackeray may come within our territory. Now, this is a very rough outline. As we go on we may find it difficult to say whether a work properly possesses enough of merit to be ranked with those productions that gratify our higher nature and in many cases become part of our being.

TESTS WORDS FOR PRONUNCIATION.

—Presume, tenet, exhausted, bronchitis, laryngitis, tune, pronunciation, squalor, scheme, piano, picture, aggrandizement, abdomen, avalanche, auxiliary, orthœpist, alternate, altitude, appalachian, moslem, sacrilegious, sacrifice, caliope, gone, tournament, bivouac, resuscitation, was, resume, Berlin, Helena, dog, exhibition, exactly, interested, possess, appreciation, revolt, illustrate, patriotic, matron, opinions, measured, lenient, tirade, wont, consummate, programme, volume, cordial.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

SIR,—I have to thank you for the very courteous reception you gave me in your columns the other day, and to ask the privilege of extending the notice of the curriculum of studies I then attempted whenever time and opportunity should favor.

I am led to believe, from your editorial review of my letter, that I

gave proof of having diagnosed the disease correctly enough, but failed to prescribe a remedy to reach it. This may be all very well, and I shall have no reason to complain if, in the meantime, you assure me that you are able to keep a little professional secret I am willing to impart to you. You have often, I have no doubt, heard of doctors disagreeing, and possibly a good many other things not to their credit; but it remains for me to tell you that I am not the first, and, doubtlessly, will not be the last to diagnose a case that we do not pretend to cure—at all events, unless there is a better prospect of getting a fee than there is in this instance. The trouble here, however, seemed so easy to point out that the only wonder is that it had not been located before and the sufferer relieved.

You are endeavoring to give an extensive course of instruction to as many of our young people as possible; and, I repeat, I am in full sympathy with you in that. Still, for some reason or other, you are unable to reconcile my desire for the elimination of some portions of our ideal "course" with the statement that I would add more Latin and Greek to it, if I had the chance. The assertion was certainly made, but it was intended to be a qualified one—to convey the idea that the proportion of languages is a little out of joint, taking it all in all; or, if you prefer it in other words, those who happen to be over-freighted with time and strength sufficiently to complete the whole course in safety—those who stand the chance of proving the doctrine of "the survival of the fittest" would be all the better for just a little more classics. On no account would I urge more languages upon others, and possibly not upon them, so long as you adhere to the present limitation of time. The curriculum is, indeed, a comprehensive one, whatever other merits it may possess, and there can be no doubt that the little fellow who works it all up will be fairly well educated. He will get a basis for future study that can be relied upon to serve him to good purpose when he wants it, and, in spite of myself, the thought forced itself upon me at the time I suggested it that such an emergency might arise in the case of some exceptionally strong and ambitious student. Everyone knows how important a matter it is for the pupil learning any of the natural or any other sciences to have a good knowledge of those languages, especially the Greek; and I know of a certainty that the young man entering the study of my own profession without it will labor under serious difficulties. All, or nearly all, the modern terms used or created to express new thoughts in these sciences are, as everyone knows too, derived from that language, and that the meaning of the word from which the thing or thought is so derived often conveys to the mind of the student as good an idea of them as anything else can do. It was these, among other well understood reasons, that forced me to yield to the temptation to attach the importance that I did to them; and yet, if you insist upon confining every one of our children to the time at present occupied by the "course," I might be possibly

induced to advise the exclusion of the languages altogether, French and all, or at least their equivalent. I know there is nothing in this world worth having that we don't have to work for, but we can't very well do it all in three years.

But to the point, and to business. You seem to want more specific notions of any changes I have to propose—that I should define my position more clearly; and I do not see that I can do better than to take you into my confidence a little farther than I did before. The situation is not so serious as it appears at first sight. The work is more than half done the moment you make up your mind that there is anything wrong. In the first place, as neither the talents nor the requirements of everybody are alike, or ever likely to be, two or three "courses" might be arranged for, retaining the one now in use for one of them, if you are very much in love with it. In this way there is a chance of meeting the views and wants of all without, perhaps, mixing things too much for the teachers. Then, there is the proposal I made, and intended to have emphasised in my former communication, of lengthening the term from three to four years. The third way out of the difficulty is to instruct the teachers to give shorter lessons, even at the risk of not finishing every subject in the curriculum. And, lastly, there is the more drastic plan of eliminating a few of the weighty ones, with the understanding that those so wiped out should furnish the work for a fourth year, involving as it does a slight re-construction or re-arrangement of the classes. For my own part, I would much prefer the latter way out of the trouble, for the simple reason, as you state, that the one now in operation has been the growth of years, and has already outgrown its clothes. The soil it has been planted in cannot be expected to sustain so vigorous a growth without hastening the process of exhaustion sooner or later. I need not tell a gentleman of your wide range of experience and sagacity that it is better discipline for the mind to digest one thing thoroughly than it is a dozen indifferently—to know even a part well than it is the whole imperfectly. Large numbers of the people do not seem to want and will not let you give them any more substantial mental exercise than they can get in their English grammar, their arithmetics and geographies, with, of course, reading, writing, and spelling, and it cannot be truthfully asserted that these subjects do not form a tolerably fair foundation for all practical business purposes. Neither can it be well disputed that they are not all the masses are ever likely to feel any necessity for. No one expects ever to make water run up hill, and we might as well spare ourselves the effort at once.

Would you like me to do the eliminating and transposing for you? I am not a very good hand at the business, but you will come pretty near doing justice to the situation, in my judgment, if you erase from the "bill of fare" history (with the exception of Canadian), algebra, geometry, physiology, hygiene, drawing, and some of the higher

English. Collect them all together into one parcel, and place it with an additional amount of my unhappy languages by itself in a "course" to be called the fourth year, or *honorary* division.

Depend upon it, as I read the future, it will be years (if ever) before the curriculum, as it stands to-day, will be quite acceptable to many of our friends in the agricultural districts, however well suited it may be to the good people of our larger towns and cities.

Have none of the half-restrained mutterings of discontent ever reached your ears?

I have the honor to subscribe myself

Yours truly,

DUNHAM, October 2nd, 1890.

A. D. STEVENS.

P.S.—If you fancy your readers are able to extract the small kernel from so large a shell as this, it will encourage me to continue this question at some convenient time later on.—A. D. S.

TEACHER'S PENSION ACT.

To the Editor of the EDUCATIONAL RECORD :

SIR,—I have been waiting anxiously, but patiently I hope, to see if you or any other educational authority would make reference to the discussion which took place regarding the Pension Act at the last Teacher's Convention. I think that if the teachers would use the columns of the RECORD, and discuss this matter, it would tend not only to a better understanding of the existing Act, but no doubt many suggestions might be made looking towards the amendment of some of the clauses of the present Act.

In order to draw out the views of other teachers on this (to them) important subject, I would suggest that the fund for this purpose should consist of:—(1) Contributions of teachers; (2) a subsidy from the Government, additional to the amount now given; (3) assistance from the local funds.

If teachers wish to have pensions, they must first of all do something to help themselves. As a body of men and women doing good work for the State, they are entitled to some help from the State in their declining years. The contributions to the fund should be levied as follows:—There should be a first charge on all salaries of $1\frac{1}{2}$ per cent., and an additional charge of $2\frac{1}{2}$ per cent. on the amount by which the salary exceeds \$300 until the salary reaches \$800, when a charge of $3\frac{3}{4}$ per cent. should form the contribution. There is no doubt that the present uniform percentage of all salaries is a hardship in the case of those teachers whose salaries range from \$150 to \$300.

In my opinion, each teacher at the age of 60, or earlier if incapacitated by infirmity, should be entitled to a pension amounting to one-fiftieth of his income at retirement for every year he has been a contributor to the fund; but in no case shall this exceed \$500 per

annum. The retiring age of female teachers should be fixed at 55, and that of males at 60; while in case of premature death or leaving the profession, repayment (without interest) should be made of the premiums paid by teachers.

Is it not possible that all teachers in private as well as those in public schools might be included in such a pensionscheme if they so desired? I suppose that larger numbers would help to make it more successful.

Trusting that this initial letter will lead to a discussion of the existing Pension Act,

I remain, truly yours,

ROBERT M. SMITH.

Lachine Locks, Que., 12th January, 1891.

As our teachers still seem to be slow in making use of the Correspondence Department of our journal for the discussion of problems in connection with school routine, we cull from the correspondence column of the *Popular Educator* a few of the queries and answers given therein.

"I have much trouble in arranging the work for my pupils during study periods. Several of the brighter pupils have usually finished before the others have half begun. Then they get into mischief, or are restless. What can I do? The lessons cannot be made longer. If they should be, the slow pupils would become discouraged.—MARY L. P."

Can you not assign further work which the pupils *may be permitted* to do *after* finishing the regular class work? Commend what is well done, and note if any have accomplished more than the usual lesson. In this way the bright pupils may work ahead without embarrassing the slower ones. Let the extra work be chosen from some other book, to avoid useless repetition in class work.

"How soon ought children to obey in a primary class? I mean, how many times ought it to be necessary to speak to them?—E. E. E."

They should obey at once in any grade. It should be necessary to speak but once.

"Would you ever let children mark one another's slates? If not, why not?—EXPERIMENT."

If the children exchange slates, and correct carefully in the right spirit, it can do no harm. Such correction, however, should alternate with the teacher's own. It is well to change the order occasionally in passing the slates, so that they may not always be corrected by the same pupils. Guard against any dishonest or careless work, but do not seem to watch for it.

"I have a district school. None of the children in any class can write a letter properly. Should I expect it of them? And in what grade would you teach letter writing?—L. L. P."

Let the children of the second grade copy letters, to become accustomed to the letter-forms. In the third grade require written exercises in the form of letters. In the fourth grade and beyond have constant practice in letter-writing.

“Do you think it of much use to visit schools? And would you advise an experienced teacher to visit?—ADULT.”

It is of much use to a wise and progressive teacher. Yes, an experienced teacher should visit. Her experience should have taught her humility among other things, and, further, have enabled her to see the good wherever it exists—a power that does not often reside with inexperienced teachers. Yes, visit with interest to profit.

“What kind of general exercises can I introduce on Friday afternoon which will be interesting to pupils whose ages vary from five to fourteen?—SAME.”

Singing, gymnastics, and declamations will interest them all. Object lessons can easily be adapted to the different classes. Let the younger pupils have some interesting busy work reserved for such occasions, and try spelling matches, geography reviews, or picture lessons for the older division. Read aloud now and then. Make time for that.

SOME GENERAL QUERIES: *What is the origin of the term John Bull?* This national nickname was derived from the name of Dr. John Bull, a famous musical composer in the time of Queen Elizabeth. Travelling *incognito* in Europe, he accomplished a wonderful feat of rapid composition, which led to the remark that the author must either be the devil or John Bull. The term was unknown previous to that event.

What is the Talmud? It is the first five books (Pentateuch) of the Bible, to which the ancient priests added much oral law, legal provisions and traditions. It is essentially the Bible of the Jewish people.

What poet has been honoured by American school teachers? Edgar Allan Poe. His remains, after his death, were deposited in Westminster Churchyard, Baltimore, where they rested for twenty-six years with nothing to mark the place of burial. The teachers of Baltimore in 1875, whose recitations had so often been enlivened by the erratic poet, at last resolved to do him an honour by erecting a monument over his grave.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper Box 305, Quebec, P.Q.]

The *Northwest Journal of Education*, published in Seattle, Washington Territory, is a well-edited periodical, and gives one an idea of the great progress which is being made in education in the West. We shall be glad to place it on our exchange list. The *Phrenological*

Journal, an old favourite, offers this month library prizes to contributors. The success of the *Presbyterian College Journal*, which we receive regularly, is a great gratification to all who are interested in Canadian periodical literature: the character of this journal is well sustained. The *Canadian Record of Science* is an excellent exponent of scientific investigation in our own country, and contains articles by Professors Mendenhall, Wesley Mills, Harrington, Penhallow and Sir William Dawson. The advertisement sheets of Messrs. J. E. Bryant & Co., Toronto, have been received, and we shall be very glad to review any of the volumes therein mentioned. *Onward*, a new venture of the Methodist Book and Publishing House, Toronto, is sure to be a success in Dr. Withrow's hands: it is a paper for young people of eight pages, and beautifully illustrated. Among many other periodicals received this month we may mention the *Teacher*, a high-class paper, the *Montreal Medical Journal* and *Trübner's Record* of Eastern Literature. The catalogue of Amherst College has also been received, which reminds us that we would like to have a copy of the calendars of all our Canadian Colleges and Universities, together with the various reports of the Superintendents of Education in the country.

NOS ECOLES, by Dr. Napoleon Legendre, F.R.S.C., and printed by M. C. Darveau, Quebec. The perusal of this *brochure* has given us a good deal of pleasure. Written in the author's faultless style, and forming, as it does, a succinct critique on the Quebec system of Public Instruction, our teachers will value the booklet very highly. The work is dedicated to the Hon. M. Mercier, and deals with the subject of primary instruction, intermediate schools, superior education, special classes and evening schools in a manner which cannot but recommend it to all interested in our school work.

SKETCH OF THE PHILOSOPHY OF AMERICAN LITERATURE, by Greenough White, M.A., and published by the Messrs. Ginn & Co., Boston, U.S. The object of this work, as its name implies, is to prove the independent and organic development of the literature of the United States. It is a book of the deepest interest to us on this side of the line, who talk so much of the characteristics of a Canadian Literature, and must be of deeper interest to the author's compatriots. Mr. White's task seems to be to show the close relationship between the literature and the political and social development of his native land. His essay proves him to be a man of great culture and wide literary experience, as well as a critic of great shrewdness of thought.

GERMAN COMPOSITION, by Professor Charles Harris, of Oberlin College, and published by the Messrs. D. C. Heath & Co., Boston, U.S. The teacher of German will find this book one of the best for exercising the pupil in re-translation, leading to German composition. The introductory parts of the book fully explains the plan of the author, and the pains he takes is sure to make the text-book a favourite. The stories to be translated are simple and familiar, while there is an excellent vocabulary.

LOURETTE, OU LE CACHET ROUGE, edited, with introduction and notes, by Professor Alcée Fortier, of the University of Louisiana. This, as the latest of the books for French translation in the Messrs. D. C. Heath's *Modern Language Series*, sustains the excellent character of these text-books, which is about the highest recommendation that can be bestowed upon it.

THE NEW PROGRESSIVE FRENCH READER, edited by the Messrs. Gregor and Curtis, of the Montreal High School, and published by William Drysdale & Co., Montreal. The editors of this new reader for our province have done their work well, and no one who takes up the book will fail to observe its greatest virtue—namely, the easy gradation of the pieces to be translated. Yet this is by no means all that has been done. The notes have been judiciously inserted, while the blending of the amusement to be derived from the perusal of the various selections, with the labor of translation, is sure to influence the pupil, according to the true natural method, to take an interest in the niceties of translation, which is so often a difficulty when other text-books are used. We are glad to learn that the book has been so well received by our teachers.

OLD MORTALITY, by Sir Walter Scott, and published by the Messrs. Ginn & Co., Boston, U.S.A. The problem, "What shall our Children Read," the above enterprising firm is trying to solve in a practical manner, and "Old Mortality," in the serviceable form in which it has been published and edited by D. H. M., will, we are sure, be welcomed both by young and old. The print is clear and large, the binding strong and durable, while the notes will prove of the greatest service to those who are not very familiar with local phraseology found in nearly every page. Coming as it does with the second and third volume of *Open Sesame*, so ably edited by the Misses Bellamy and Goodwin, and published by the same firm, it shows what can be done to lead children away from the trashy story-book, to the best and most interesting selections from our literature. We cannot but heartily wish such enterprise the widest success. Not only our school libraries, but our homes, should be provided with copies of *Open Sesame*.

BUSINESS TIPS, a mercantile dictionary containing explanations of Technical Terms, Business Forms and Office Work, compiled by Mr. Alec Thomson, of the Montreal High School, and published by Messrs. William Drysdale & Co., Montreal. This book may certainly be looked upon as a new departure in the methods of approaching the study of book-keeping. The book contains all that need be taught of book-keeping in the school, and yet the accountant himself will find it useful. There has always existed a prejudice against the study of book-keeping in the minds of some of our teachers otherwise engrossed with the classes in Classics, mathematics, etc., but we think Mr. Thomson has proved that the study may be undertaken with profit even by the pupils who do not expect to be the merchants of the

future. In a word, the Province of Quebec has evidently, after all, been able to produce the best text-book on this subject yet issued, and we congratulate Mr. Thomson on the excellence of his compilation.

QUINTUS CURTIUS, Books III. and IV., edited by Mr. Harold N. Fowler, and published by the Messrs. Ginn, Boston. For sight reading there could be nothing better than the volume before us. At the bottom of each page there is a vocabulary of the words with which pupils, though somewhat intimate with Latin difficulties, cannot reasonably be expected to be familiar. Where there is not too great an anxiety to study Latin for the purpose of merely passing an examination, this book will be very serviceable, and we would heartily recommend it to the professors in our classical colleges.

On account of delay in the renewal of certain business relations with our publishers, we have found it convenient to make this, our first number for the year, a double number, issued for the months of January and February.

Official Department.

Specimens of School Work (Regulation 70).—The attention of teachers of Model Schools and Academies is directed to the following recommendation of the Protestant Committee, adopted 14th Nov., 1890 :—

“That there shall be one sheet or example from each scholar in each grade in Geometry, consisting of a proposition demonstrated in a manner otherwise than in the text, one sheet in Algebra, one in Arithmetic, two in Book-keeping (one in single day-book, one in ledger form), one in Grammar Analysis, two in Map Drawing, two in Freehand Drawing, and that the name of the school and the name and age of the pupil be on every sheet.”

In order to prevent mistakes, the packages containing specimens should be addressed to Rev. Elson I. Rexford, Quebec.

The Course of Study for Elementary Schools, to be found on another page, has been modified in accordance with the amendments to the Regulations adopted by the Protestant Committee. These changes should be carefully observed by the teachers of our Elementary Schools, especially the new requirements in reference to Scripture and Instruction in Morals, prescribed in Regulation 160, as follows :—

160. In all grades of Protestant Schools the first half-hour of each day shall be devoted to the opening exercises, (prescribed by the preceding Regulation,) instruction in morals, and Scripture History. The Holy Scriptures and the authorized text-books shall be used for this purpose. No denominational teaching shall be given in such schools.

COURSE OF STUDY FOR ELEMENTARY SCHOOLS.

Authorized by the Protestant Committee, — 24th September, 1890.

	GRADE I.	GRADE II.	GRADE III.	GRADE IV.
SUBJECTS.	Book I.	Book II.	Book III.	Book IV.
SCRIPTURE KNOWLEDGE.	The first half-hour of each day to be devoted to the Opening Exercises, Instruction in Morals (including readings and lessons upon Godliness, Truthfulness, Honor, Respect for others, Good Manners, Temperance, Kindness to Animals, &c.), and Scripture History.			
READING	The meaning and spelling of the words of the lesson, the subject matter of the lesson, and committing selections to memory, to form part of the work of each grade. Special attention to be given to pleasantness and brightness of tones, fluency, clearness and correctness of pronunciation.	Copying the reading lesson on slates. Dictation of sentences and detached words from the Reader.	Dictation of sentences and detached words. Oral spelling.	Dictation. Definitions. Simple derivations. Oral spelling.
DICTIONATION AND SPELLING	Writing the words of the lesson on slates from the blackboard. Writing words dictated by the teacher. Copying words from the Reader.	Capital Letters. Analysis of Letters. Writing on slates. Copy writing.	Copy writing.	Copy writing, Business Forms, Elements of Single Entry Book-keeping.
WRITING	Slate exercises in holding pencil and in hand movements. Simple words and their letters taken from the reading lesson. Small letters and the numerals.	Mental Arithmetic. Four Simple Rules to short division inclusive. Multiplication Table. Avoid-uis Weight, Long and Liquid Measures.	Mental Arithmetic, Long Division, Simple Examples in Fractions and in Compound Numbers in ordinary use, and Review.	Mental Arithmetic, Simple Examples in Fractions, Decimals, Percentage, Interest and Mensuration, and Review.
ARITHMETIC	Mental Arithmetic, Addition and Subtraction with objects, and with numbers of two figures. Reading and writing numbers to 100.	LANGUAGE LESSONS. (Completing sentences, Forming sentences containing particular words.	LANGUAGE LESSONS. Reading and committing to memory interesting and simple selections from the	Parsing and Analysis of simple sentences. Study of selections from the
ENGLISH	LANGUAGE LESSONS. (Conversation with pupils on familiar subjects. Short stories related by the			

Reader. Letter Writing. Descriptive Composition.

best Prose and Poetry in the Reader, with questions upon the meaning and allusions of the selections, the meaning of the words, and the Parts of Speech.

Map of Eastern Hemisphere. Map Drawing.

Map of Western Hemisphere. Map Drawing.

Oral Lessons on the chief events in Old Testament History. Outline of Canadian History.

Oral Lessons on the chief events in Old Testament History to the death of Solomon. Outline of Canadian History, *French Itals.*

(Special attention to the Plants, Animals,

Rote Singing. Elements of musical notation.

No. 1 Dominion Freehand Drawing Course.

No. 2 Dominion Freehand Drawing Course.

Readings, easy exercises in translation, regular verbs.

Book IV., Slate, Pencils, Spelling-book, Copy-Book, Blank-book, Pen, Ink, Arithmetic, Grammar, Geography, Canadian History, Drawing-book, No. 2.

Writing out the subject matter of a story or of a reading lesson after it has been talked over. Memorizing short selections from the Reader. Correction of colloquial errors.

Map of Canada.

Oral Lessons on the chief events in Old Testament History to the death of Moses. Commit to memory the Ten Commandments.

Plants, Animals, Manufactured Articles. (Special attention to the Province, and their uses.)

Rote singing.

Straight lines and curves and their simpler combinations on slates from the black-board.

One half-hour per week for each grade.

Easy sentences, with simple forms of familiar verbs.

Book III., Slate, Pencils, Copy-book, Blank-book, Pen, Ink, Arithmetic, Geography, Canadian History, Drawing-book No. 1.

teacher and repeated by the pupils. Writing names of objects. Writing one or more sentences about a particular object. Memorizing. Correction of colloquial errors.)

Elementary terms. Divisions of land and water. Map of the school neighborhood.

Oral Lessons on the chief events in the life of Christ. Commit to memory the Lord's Prayer.

Form, Color, Size, Weight, Motion, Plants, Animals, Minerals of the Province, and their uses.)

Rote singing.

Straight lines and their simpler combinations on slates from the blackboard.

Names of objects in conversation.

Book I., Table-Card, Slate, Slate-pencil. Copy-book, Blank-book, Pen, Ink.

GEOGRAPHY......

HISTORY

OBJECT LESSONS
ON USEFUL KNOW.

MUSIC

DRAWING

PHYSIOLOGY AND
HYGIENE

FRENCH
(Optional) ...

TEXT - BOOKS
NECESSARY FOR
EACH GRADE...

Amendments to the School Law.—The following amendments to the School law, adopted at the last session of the Legislature, came into force December 30th, 1890 :—

1. Article 1947 of the Revised Statutes of the Province of Quebec is repealed and replaced by the following :

“1947. Except in the cases mentioned in article 1966, the inspectors are, for the examination of candidates for teachers' diplomas, *ex-officio* members of the boards of examiners of the religious denomination to which they belong, which are established in their respective districts of inspection.”

2. Article 1971 of the said Revised Statutes is replaced by the following :

“1971. School municipalities are erected at the request of the interested parties by an order of the Lieutenant-Governor-in-Council, upon a report made for that purpose by the Superintendent of Public Instruction. Such erection, as well as the modifications and divisions of municipalities made in virtue of article 1973, do not take effect until the first of July following the date of the Order-in-Council which provides therefor.”

3. All the school municipalities which have hitherto been in operation as such under article 1971 mentioned in the preceding section, as well as those which may have been erected in virtue of orders in council, are hereby confirmed ; all administrative acts which have been done therein are legalized, and the regulations and by-laws therein passed, as well as the taxes and assessments which have been levied therein, are declared good and valid.

4. The following paragraph is added to article 1985 of the said Revised Statutes :

“The dissent shall take effect only on the first of July following the date of the service of the notice above mentioned, except in the case of the erection of a new school municipality, as provided in article 1988.”

5. Article 1986 of the said Revised Statutes is amended by inserting after the word “ month ” in the first line the words “ of July.”

6. Article 1988 of the said Revised Statutes is amended by adding the following paragraph thereto :

“During the course of the month of July following the service of the declaration of dissent, the dissentients elect their trustees, in the manner prescribed by article 1997 and following of these Revised Statutes.”

7. Article 2057 of the said Revised Statutes is amended by inserting after the word “ school-house,” in the second line thereof, the words “ or if, after having decided to enlarge the grounds on which a school-house is already built or being built.”

8. Article 2207 of the said Revised Statutes is amended by striking out, in the second and third lines thereof, the words “ or to any institution owning real estate, whose liabilities exceed two-thirds of the value of such real estate.”

Official Report.

THE HON. GÉDEON OUMET,

Superintendent.

SHERBROOKE, 2nd July, 1890.

Sir,—I have the honor to submit my annual report and statistical table for the year just closed.

The general prevalence during winter of a severe epidemic, and the unusually bad weather and roads during a large part of the year, have rendered it exceptionally unfavorable for the success of schools and school inspection. Though so fortunate as to escape the epidemic myself, I found its effects almost everywhere I visited. In many cases, schools had to be closed, at least temporarily, owing to the illness of teachers and pupils, and in very many cases, the attendance was seriously affected, both by prevailing illness, and the state of the weather and roads. The latter cause rendered the work of inspection unusually difficult; and the difficulty was increased by the still somewhat prevalent irregularity in the length and arrangement of the school year; for, though there has been some improvement in that regard, there is still considerable variation in the time of vacations. I have to repeat what I said last year: that although I have not been able strictly to carry out the regulations in regard to visiting, *I have done what I could*; and I think I have succeeded better than during the previous year.

Notwithstanding the unfavorable circumstances above referred to, there has been a slight increase in the number of schools in operation and in the aggregate attendance. I have reported the Protestant schools of 40 municipalities (the school of one reported last year, Simpson, having been united with the adjoining municipality), though one of those reported had no school.

Of these, 24 are under control of school commissioners, and 16 under dissentient trustees. I have reported 167 schools in operation under control, and 7 independent schools. Those under control may be compactly shown *by counties*, as follows:—

Counties.	No. of Municip.	No. of Schools.	No. of Pupils.
Sherbrooke (Electoral).....	4	26	1220
Stanstead (Magog).....	1	6	194
Shefford.....	14	53	1317
Richmond.....	10	49	1130
Drummond.....	10	30	581
Arthabaska (Tingwick, diss).....	1	3	54
	40	167	4496

Adding to the above 7 independent schools, with 450 pupils, I have a total of 174 schools and 4,946 pupils, with an average attendance reported of 3,552. Of the schools under control, 157 are classed as elementary, 6 as model schools, and 4 as academies. I have included the school at Lennoxville among the model schools, though it has not

yet received a grant. The independent schools include Bishop's College School and St. Francis College School. As the 4 academies include 13 departments, the 6 model schools 15, and the 157 elementary schools 163 departments, each under separate and duly qualified teachers, there are really 191 departments or schools to be inspected. In these schools 9 male and 188 female teachers have been employed, from which it will be seen that there has been but little changing of teachers. Four of the male teachers and 31 of the female teachers held diplomas from McGill Normal School, 133 in all; from Protestant boards of examiners, 15 from Roman Catholic boards, and 14 held no diplomas. I can report but little change as regard salaries. I have been called upon to hold only one special audit, which resulted favorably for the School Board.

Owing to the remoteness of Richmond and Drummond counties from the points where the Institutes are held, comparatively few of the present teachers of these counties have attended the Institutes; but in other sections a large proportion of them have availed themselves of the benefit of these gatherings, much to the advantage of their schools. As I am making this report somewhat in advance of the usual time, I can only refer in anticipation to the Institutes to be held the present month, and express the earnest hope that they will be successful.

I am glad to notice indications of improvement in regard to the matter of school appliances, though these are not as marked or as general as I could wish. As this is generally the weakest point, I shall be happy to recognize such improvement in my classification of the municipalities. In that classification for this year, which I will now give, several municipalities have changed places since last year, Danville, on account of its new and excellent school building, moving well up into class 1; two or three changing, owing to improvements, from class 3 to class 2; and some, owing to short terms or other irregularities in one or more districts, dropping to class 3. I have also slightly varied the order of division, entering in class 1, all ranking above 50; in class 2, all ranking 40 and upwards; and in class 3, all below 40; the points being:—

1. The length and arrangement of the school..... 10 marks.
2. The condition of the schoolhouses and grounds... 10 “
3. The supply of appliances, blackboards, maps, etc.. 10 “
4. The use of the course of study..... 10 “
5. The use of uniform series of authorized text books 10 “
6. The salaries of teachers, and method of payment.. 10 “

CLASS 1ST.—EXCELLENT.

Sherbrooke.....	55	Lennoxville.....	53
Danville.....	54	Richmond.....	52
Waterloo.....	55	Granby (village).....	51

CLASS 2ND.—GOOD.

Kingsey, diss.....	46	North Stukeley, diss.....	41
Melbourne (village).....	46	Cleveland.....	40
Durham.....	42	Drummondville, diss.....	40
Windsor Mills, diss.....	42	Magog.....	40
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Kingsey.....	39	St. Alphonse, diss.....	38
Melbourne.....	39	Grantham, diss.....	37
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Shipton.....	39	St. Joachim.....	37
Ste. Prudentienne (village), diss.....	39	Ste. Cécile, diss.....	36
St. F.-Xavier de Brompton, diss.....	39	Ste. Prudentienne, diss.....	36
Wickham East, diss.....	39	St. Pierre.....	34
Livingwick, diss.....	38	St. Pierre, diss.....	34
North Ely, diss.....	38		

I have the honor to be, etc.,

(Signed),

H. HUBBARD, *School Inspector.*

The A.A. Examinations.—It has already been announced that the Preliminary and Optional Subjects of the A.A. Examinations may be taken in consecutive years. In accordance with this arrangement, candidates from the schools under the control of the Protestant Committee who pass in Grade II. Academy Course will be exempt from examination in the Preliminary Subjects in the A.A. Examination of the following year. In order that this arrangement may have its full effect at once, it has been decided that candidates who passed Grade II. Academy Course in June, 1890, will be exempt from examination in the Preliminary Subjects of the A.A. Examination of June, 1891. Teachers are requested to observe that these exemptions are granted to those candidates only who have passed Grade II. Academy Course.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by an Order-in-Council of the 12th November, 1890, to appoint:—

Five school commissioners for the newly-elected municipality of Ste. Marie Salomé, Co. Montcalm; and two for the municipality of Notre Dame de Lourdes, Co. Megantic; one school commissioner for the municipality of Mille Vaches, Co. Saguenay; and two school commissioners for the municipality of St. Michel No. 3, Co. Yamaska.

21st November.—To define the limits of the school municipality of Tadoussac, P.Q.

28th November.—To appoint two school commissioners for the municipality of Maniwaki, Co. Ottawa.

—To appoint the Rev. W. Shaw, of the City of Montreal, a member of the Protestant Board of School Commissioners for Montreal, in place of the Rev. A. G. Upham, resigned.

- 3rd December.—To appoint Ernest E. Mills school commissioner for the municipality of Knowlton, Co. Brome, to replace Albert E. Mills, who has left the municipality; and Richard Young school commissioner for the municipality of Shoolbred, Co. Bonaventure, to replace Peter Quinn, deceased.
- 2nd December.—To order that the following territory be a school municipality, to wit: "All the township of Westbury; the lots Nos. 25, 26, 27 and 28 of the seventh range of the township Stoke; the lots Nos. 22, 23, 24, 25, 26, 27 and 28 in the ranges eight, nine, ten and eleven of the said township Stoke; the lots Nos. 1, 2, 3, 4, 5, 6 and 7 of the ranges one, two, three and four of the township Dudswell; and the lots Nos. 1, 2, 3, 4, 5, 6 and 7 of the ranges ten and eleven of the township Bury," and to be designated under the name of "Saint Louis de Westbury." The present erection of school municipality applies only to the Roman Catholics who are, and make part of, the said parish of St. Louis de Westbury.
- To detach from the municipality of the "parish" Saint Charles, in the county of Saint Hyacinthe, the lots Nos. 181, 182, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198 and 208 of the cadastre of the said parish of Saint Charles, and to annex them to the municipality of the "village" Saint Charles, for school purposes.
- 6th December.—To detach lots 1, 2, 3, 4, 5, 6, 7 and 8 in the twelfth range, and lots 1, 2 and 3 in the eleventh range of Chatham No. 2, from the school municipality of Chatham No. 2, lots 1 to 14 inclusive in the first range, and lots 5 to 14 inclusive in the second range of Saint Jérusalem d'Argenteuil, from the school municipality of the parish of Saint Jérusalem d'Argenteuil, and the lots 1, 2, 3, 4, 5 and the east half of lot No. 6 in the first range of Wentworth, from the school municipality of Wentworth, all in the county of Argenteuil, and to erect the same into a separate municipality for school purposes, under the name of the school municipality of Dunany.
- 17th December.—To appoint a school trustee for the municipality of South Winslow, Co. Compton.
- 13th December.—To erect into a school municipality the new parish of Saint Herménégilde, in the townships of Compton and Stanstead, with the same limits which are assigned to it by the proclamation, dated fifteenth of July last (1890).
- To cancel the Order-in-Council No. 251, of the 20th June, 1890, erecting a separate school municipality under the name of Côte St. Paul de Jacques Cartier, Co. Hochelaga.
- 12th December.—To detach certain lots from the parish of St. Damase, Co. St. Hyacinthe, and to annex them for school purposes to the municipality of St. Michel de Rougemont, Co. Rouville.